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ABSTRACT

A study evaluated the Early Literacy program that served 2,280 underachieving pupils in grades 1 and 2 in the Columbus, Ohio, public schools. These students appeared unlikely to learn to read successfully without additional reading instruction. The program featured small group instruction for these pupils each day for 40-45 minutes on reading and writing activities. A major part of the evaluation effort was accomplished through the administration of the Metropolitan Achievement Tests. Results indicated that: (1) of a treatment group of 1,547 pupils, 1,117 (72.2%) displayed over time each of 3 strategic processing behaviors (constructing meaning, monitoring reading, and integrating sources of information); (2) of the 1,506 treatment group pupils with available retention data, 1,366 (90.7%) were promoted; (3) 810 (67.8%) grade 1 pupils read 5 or more books at level 8 or above and 201 (81%) grade 2 pupils independently read at least 10 books; (4) normal curve equivalent (NCE) gains in Total Reading for grade 2 pupils was 3.22 NCEs, with discontinued pupils having an average gain of 8.34 NCEs and not discontinued pupils having an average gain of 1.25 NCEs; and (5) 1,956 different parents or guardians were involved in the program, and 3,804 contacts were made by these individuals. Findings suggest continuation of the program with consideration given to 5 areas of concern. (Contains 8 tables of data. Appendixes present the Concepts about Print scoring sheet, a matrix of data, teacher census form, a calendar worksheet/parent involvement log, evidence.) (RS)

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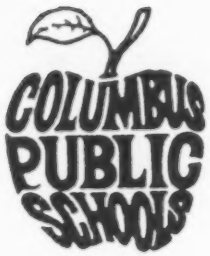
ED 386 696

FINAL EVALUATION REPORT

EARLY LITERACY PROGRAM

GRADES 1 AND 2

1993-94



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FINAL EVALUATION REPORT
EARLY LITERACY PROGRAM
GRADES 1 AND 2
1993-94

ABSTRACT

Program Description: The Early Literacy program served 2280 pupils in grades 1 (1796) and 2 (484). Funding for the program was provided through a combination of sources: Elementary and Secondary Education (ESEA) - Chapter 1, Disadvantaged Pupil Program Fund (DPPF), and Columbus Public Schools' general fund monies. The purpose of the Early Literacy program was to provide early intervention to underachieving first- and second-grade pupils who appeared unlikely to learn to read successfully without additional reading instruction. The program featured small group instruction for first- or second-grade pupils for 40-45 minutes daily. During 1993-94, 71 teachers (46.20 FTEs - Full Time Equivalents) served pupils in 56 schools.

Time Interval: For evaluation purposes, the Early Literacy program began on September 20, 1993. For evaluation based on standardized test data, the time interval ended March 18, 1994. This provided a maximum of 105 possible days of instruction. An additional 29 scheduled days (through May 6, 1994) were included in the time interval for evaluation of desired outcomes not based on standardized test data (Desired Outcomes 1, 2 and 3), providing a maximum of 134 possible days of instruction. To meet the attendance criterion (50%) for inclusion in the analyses of standardized test data, grade 2 pupils must have attended at least 52.5 days. To meet the attendance criterion (50%) for inclusion in the analyses of Desired Outcomes 1, 2 and 3, grade 1 and 2 pupils must have attended at least 67.0 days.

Activities: The Early Literacy program teacher and each group of pupils worked together each day on reading and writing activities. The lessons included reading to the pupils, guided reading of charts and stories, shared reading/writing activities, independent reading/writing activities, and activities designed to help pupils attend more closely to print. The lessons were tailored to build on what the pupils already knew while strengthening a self improvement system which would lead to continued growth.

Achievement Objective: Pupils were to receive Early Literacy instruction until they were ready to be successfully discontinued from the program. Discontinued pupils were those who successfully completed the program according to (a) predetermined levels on diagnostic measures indicating that the pupils were reading at the average level for the district, and (b) teachers judgments that the pupils had developed effective reading strategies and could learn in the normal classroom setting without extra individual help.

Evaluation Design: Three desired outcomes were established for the Early Literacy program. First, at least 50 percent of the pupils who attended the program at least 50 percent of the treatment period or who were discontinued would display over time three strategic processing behaviors - constructs meaning, monitors reading, and integrates sources of information. Second, at least 75 percent of the pupils who attended the program at least 50 percent of the treatment period or who were discontinued would be promoted to the next grade level. Third, at least 50 percent of grade 1 pupils who attended the program at least 50 percent of the treatment period or who were discontinued would read at least five books at text reading level 8 or above; and at least 50 percent of grade 2 pupils who attended the program at least 50 percent of the treatment period and who were not discontinued would independently read at least 10 books. In addition to the three desired outcomes, federal guidelines also required that aggregate test data be reported for pupils in grades 2 and above for individual buildings for Total Reading and Reading Comprehension (aggregate for building must be greater than or equal to 2.0 NCE). Although not part of the evaluation design, parent involvement information was also collected by program teachers.

A major part of the evaluation effort was to be accomplished through the administration of the Metropolitan Achievement Tests, (MAT6, 1985). Administered on a spring-spring test cycle, the test series served as the pretest and posttest for grade 2 pupils. The spring administration to grade 1 pupils served as the pretest for grade 2. Analyses of the standardized test data included average NCE scores and pretest-posttest NCE gains for grade 2. Another major part of the evaluation effort was to be accomplished through the collection of data, using a locally constructed instruments, on pupil reading processing behaviors and pupil independent reading. Locally constructed instruments were also used to collect enrollment/attendance and parent involvement data. District computer files were used for retention data.

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Major Findings/Recommendations: Data provided by program teachers indicated that the program served 2280 pupils in 56 schools, including 1796 grade 1 and 484 grade 2 pupils. Average daily membership for the program was 1451.07 pupils, with average days scheduled being 85.28 days and average days served being 74.75 days per pupil. The 2280 pupils served were classified as either discontinued (455), not discontinued but attended the program 50 percent of the treatment period (1092), or other pupils served (733). The treatment group for Desired Outcome 1 consisted of the 1547 pupils (67.9% of those served) who were successfully discontinued from the program or who attended the program at least 50 percent of the treatment period, including 1195 (66.5%) grade 1 pupils and 352 (72.7%) grade 2 pupils. The treatment group for Desired Outcome 2 consisted of the 1506 pupils who were either successfully discontinued from the program or who attended the program at least 50 percent of the treatment period and had available promotion-retention data, including 1163 (64.8%) grade 1 pupils and 343 (70.9%) grade 2 pupils. The treatment group for Desired Outcome 3 consisted of 1443 pupils, including 1195 (66.5%) grade 1 pupils who were either discontinued from the program or attended the program at least 50 percent of the treatment period and the 248 (51.2%) grade 2 pupils who were not discontinued from the program and who attended the program at least 50 percent of the treatment period. The evaluation sample for analyses of standardized test data consisted of the 266 grade 2 pupils who were successfully discontinued from the program or who attended the program at least 50 percent of the treatment period, were English-speaking, and had valid pre- and posttest scores on the MAT6 in Total Reading. In addition, 282 grade 2 pupils who were successfully discontinued from the program or attended the program at least 50 percent of the treatment period, were English-speaking, and had valid pre- and posttest scores in Reading Comprehension, comprised the Reading Comprehension evaluation sample for grade 2.

The three established desired outcomes were met for the program. Of the 1547 treatment group pupils, 1117 (72.2%) achieved Desired Outcome 1, displaying over time each of the strategic processing behaviors, including constructing meaning, monitoring reading, and integrating sources of information (criterion was 50.0%). These 1117 pupils included 828 (69.3%) grade 1 pupils and 289 (82.1%) grade 2 pupils. Of the 1506 treatment group pupils with available retention data, 1366 (90.7%) were promoted, achieving Desired Outcome 2 (criterion was 75.0%). By grade level, 1051 (90.4%) grade 1 pupils and 315 (91.8%) grade 2 pupils were promoted to the next grade level. Desired Outcome 3 was met, with data indicating that 810 (67.8%) grade 1 pupils read five or more books at level 8 or above and 201 (81.0%) grade 2 pupils independently read at least 10 books (criterion was 50.0%).

Results of standardized testing indicated that the average Normal Curve Equivalent (NCE) gain in Total Reading for grade 2 pupils (266) was 3.22 NCEs, with discontinued pupils (74) having an average gain of 8.34 NCEs and not discontinued pupils (192) having an average gain of 1.25 NCEs. In Reading Comprehension, grade 2 pupils (282) had an average NCE gain of 7.51 NCEs, with discontinued pupils (79) gaining 11.46 NCEs and not discontinued pupils (203) having a gain of 5.98 NCEs.

Changes in NCE scores for Total Reading for the 266 grade 2 evaluation sample pupils indicated that 146 pupils (54.9%) had an NCE gain of 2.0 or more and that 139 pupils (52.3%) had an NCE gain of 3.0 or more. Discontinued pupils showed greater improvement than did not discontinued pupils, with 64.9% (48) gaining more than 3.0 NCEs, compared to 47.4% (91) for not discontinued pupils. Changes in NCE scores for Reading Comprehension for the 282 grade 2 evaluation sample pupils showed that 183 pupils (64.9%) had an NCE gain of 2.0 or more and that 175 pupils (62.1%) had an NCE gain of 3.0 or more. Discontinued pupils showed greater improvement than did not discontinued pupils, with 68.4% (54) gaining more than 3.0 NCEs, compared to 59.6% (121) for not discontinued pupils.

Parent involvement information showed that 1956 different parents or guardians were involved in the program and that 3804 contacts were made by these individuals. The 1547 treatment group pupils represented 77.6% (1518) of the total number of different parents or guardians involved in the program and 81.2% (3088) of the total contacts made.

It is recommended that the Early Literacy program be continued for the 1994-95 school year, with consideration given to: (1) examining the process for discontinuing pupils; (2) increasing parent involvement; (3) providing opportunities for co-ordination between the program and classroom teachers; (4) establishing a structured process observation procedure; and (5) maintaining a viable inservice program for program teachers.

FINAL EVALUATION REPORT
EARLY LITERACY PROGRAM
GRADES 1 AND 2

1993-94

Program Description

The purpose of the 1993-1994 Early Literacy program was to provide early intervention to underachieving first- and second-grade pupils who appeared unlikely to learn to read successfully without additional reading instruction to supplement their regular classroom reading instruction. To accomplish this purpose the program featured small group instruction for first or second grade pupils for 40-45 minutes daily provided by an Early Literacy program teacher. The group instruction was designed to provide a more comprehensive assessment of a pupil's development of reading and writing strategies than might be achieved during regular classroom instruction. Many of the activities developed during Early Literacy instruction were based on activities established in the Reading Recovery™ program, a program of intensive one-on-one instruction for underachieving at-risk first-grade pupils.

The Early Literacy program was initiated in Columbus Public Schools during the 1990-1991 school year, serving 1477 pupils (817 grade 1 and 660 grade 2 pupils) at 43 schools, with a teaching staff of 65 teachers (20.52 FTEs–Full Time Equivalents). During the 1991-92 school year, the number of pupils served increased to 1773 (1185 grade 1 and 588 grade 2 pupils) with a teaching staff of 54 teachers (37.50 FTEs). For 1992-93, the number of pupils served increased again, with 2278 being served (1655 grade 1 and 623 grade 2), and a teaching staff of 69 teachers (50.50 FTEs). During 1993-94, 2280 pupils were served (1796 grade 1 and 484 grade 2 pupils), with a teaching staff of 71 teachers (46.2 FTEs). The majority of program teachers taught in both the Early Literacy and Reading Recovery programs, serving three or four groups of Early Literacy pupils and two or three individual Reading Recovery pupils daily, while other program teachers served only Early Literacy pupils, six or seven groups per day. Four teachers were half-time employees of the school system, serving three groups each day.

In 1993-94 the Early Literacy program was located in the following 56 elementary schools. Thirty-seven schools served only grade 1 pupils, one school served only grade 2 pupils, and 18 schools served both grade 1 and 2 pupils.

Schools and Grade Levels Served by the Early Literacy Program
1993-94

Arlington Park (1)	Easthaven (1)	Kenwood (2)	Reeb (1)
Avondale (1 & 2)	Fair (1 & 2)	Koebel (1)	Salem (1)
Beck (1)	Fairmoor (1 & 2)	Leawood (1)	Scottwood (1)
Binns (1)	Fairwood (1)	Lincoln Park (1)	Second (1)
Broadleigh (1)	Fifth (1)	Linden (1 & 2)	Siebert (1)
Burroughs (1 & 2)	Franklinton (1 & 2)	Linden Park (1)	South Mifflin (1)
Cassady (1)	Gladstone (2)	Livingston (1 & 2)	Southwood (1 & 2)
Clarfield (1)	Hamilton (1)	Main (1)	Sullivant (1)
Como (1 & 2)	Heyl (1 & 2)	Maize (1)	Trevitt (1 & 2)
Dana (1 & 2)	Highland (1)	McGuffey (1 & 2)	Weinland Park (1)
Deshler (1 & 2)	Hubbard (1)	Medary (1)	West Broad (1 & 2)
Eakin (1)	Huy (1)	North Linden (1)	West Mound (1)
East Columbus (1 & 2)	Innis (1)	Ohio (1)	Westgate (1)
East Linden (1 & 2)	Kent (1)	Pilgrim (1)	Windsor (1 & 2)

Note: Number(s) within parentheses refers to grade level(s) served.

Schools were chosen for inclusion in the program according to the percent of pupils attending a school who were eligible for a free or reduced price lunch (F or RPL). Those schools with the highest percentage of F or RPL were included in the program for the year. Fifty-four of the 56 schools were selected in this manner. Two schools were chosen because they did not receive any other type of compensatory education service for the school year (Gladstone and Kenwood Elementaries). The Early Literacy program was funded by a combination of Elementary and Secondary Education Act (ESEA) Chapter 1, Ohio Disadvantaged Pupil Program Fund (DPPF), and Columbus Public Schools' general fund monies.

The 71 program teachers received support from five program coordinators who provided inservice training and instructional support. Because many of the instructional and assessment strategies used in the Early Literacy program were similar to those used in the Reading Recovery program, the Early Literacy instructional program was enhanced by the fact that all five program coordinators and 68 of the 71 program teachers were trained in Reading Recovery techniques.

At the beginning of the year grade 1 pupils identified as underachieving by their classroom teachers and the Early Literacy program teachers were given two selection tests, Concepts About Print and Dictation (see Appendix A, pp. 18-19), which are two of the diagnostic assessments used in the Reading Recovery program developed by Marie Clay (1979). Raw scores from these two tests were used to determine a Selection Score for each pupil. To be eligible for service, pupils must have had a Selection Score on the Grade 1 Observational Tests Scoring Matrix less than 78 (see Appendix B, p. 21), those with the lowest scores being served first. Other grade 1 pupils with Selection Scores below 78 were selected for the Reading Recovery program. A waiting list was formed for those pupils not receiving immediate service in either program. Grade 1 pupils being served in the Early Literacy program were eligible for service in the Reading Recovery program if a space became available, but they could not be served in both programs simultaneously.

Grade 2 pupil eligibility for program service was based on a Service Index Number. A Service Index Number indicates the degree to which a pupil is achieving relative to the pupil's age and appropriate grade level. Grade 2 pupils' Service Index Numbers were determined by their age, grade level, and the test score they received on the previous year's spring standardized test administration (Metropolitan Achievement Tests, 1985, Level Primer, Form L) from a regression equation. Those pupils with the lowest Service Index Numbers were served first. Those pupils without spring standardized test scores who might qualify for service were given a selection test to determine their Service Index Number. If their Service Index Number was below 43.0, they were ranked in order with the other second-grade pupils whose numbers were below 43.0. A waiting list was formed for those pupils not receiving immediate service. Selection procedures followed guidelines established by Federal and State Programs.

The Early Literacy program teacher and a group of five or six pupils worked together each day on reading and writing activities. The lessons included reading to the pupils, guided reading of charts and stories, shared reading/writing activities, independent reading/writing activities, and activities designed to help pupils attend more closely to print. The reading and writing lessons were tailored to build on what the pupils already knew while strengthening a self improvement system which would lead to continued growth.

Pupil progress was monitored by both the Early Literacy program teacher and the pupil's regular classroom teacher. If in consultation they felt that a particular pupil had made satisfactory progress and no longer needed the services of the Early Literacy teacher, established procedures were followed for successfully discontinuing the pupil from the program. The process for discontinuing a grade 1 Early Literacy pupil consisted of the following steps:

[1] The program teacher sent the last five running records (records of exactly what the pupil said and did while reading a story) to a program coordinator for examination.

[2] If the program coordinator determined that the pupil had made satisfactory progress, she notified the program teacher's testing partner (program teachers do not test their own pupils) and arrangements were made for the pupil to be tested for discontinuance.

[3] The pupil was administered three observational survey tests: Writing Vocabulary, Dictation Test, and Text Reading Level developed by Marie Clay as part of the Reading Recovery program. Also, for text reading assessment, a running record was taken while the pupil read an unfamiliar story.

[4] Results of the testing and running record were given to the program coordinator to make the final determination for discontinuing the pupil.

[5] The program teacher informed the regular classroom teacher that the pupil had been successfully discontinued and would no longer receive program service. If the pupil was not successfully discontinued, the program teacher would continue to work with the pupil, emphasizing areas of weakness, until discontinuance testing was administered again.

To be successfully discontinued, a grade 2 pupil must have met four criteria:

[1] The pupil must have been able to learn successfully through regular group instruction in the classroom as demonstrated by receiving satisfactory grades (S) on his/her report card in language arts.

[2] The pupil must have been able to read successfully in the on-grade level text or above-grade level materials used in the classroom.

[3] The pupil must have been able to independently produce daily writings satisfactorily for his/her grade placement.

[4] The pupil must have been able to achieve a minimum score of 80% of the total items on at least two consecutive formative unit tests and a rubric score of three or four on at least one open-ended question on each of the two formative tests, or the pupil must have read a designated second grade reading passage at 90% accuracy level and correctly completed a minimum of 3 of 5 items on an objective item test that corresponds to the testing passage and achieved a rubric score of 3 or 4 on the open-ended question for that passage.

A grade 2 pupil who was discontinued returned to total instruction by the regular classroom teacher and was monitored by the Early Literacy teacher for progress in reading. If a discontinued pupil failed to maintain satisfactory classroom progress, the pupil was re-enrolled in the Early Literacy program. If an opening was not available, the pupil's name was placed at the top of the waiting list because of previous service, regardless of service index ranking.

Evaluation Design

For program year 1993-94, evaluation of the Early Literacy program included three desired outcomes. Data collected in four major areas were incorporated in the analyses of the desired outcomes: pupil census information, pupil strategic processing behavior information, pupil retainee information, and pupil independent reading achievement information. Pupil standardized achievement test information was also collected. Although not part of the evaluation design, parent involvement information was collected by program teachers.

Desired Outcome 1

At least 50 percent of the pupils who attended the program at least 50 percent of the treatment period or who were discontinued will display evidence to the satisfaction of the program teacher of each strategic processing behavior at least once during the instructional period when reading appropriate text.

Desired Outcome 2

At least 75 percent of the pupils who attended the program at least 50 percent of the treatment period or who were discontinued will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level.

Desired Outcome 3

Of the grade 1 pupils who were discontinued or have attended the program at least 50 percent of the treatment period, at least 50 percent of the pupils will read at least five books at text reading level 8 or above as certified by the program teacher. At least 50 percent of the pupils in grade 2 who have attended the program at least 50 percent of the treatment period and were not discontinued will independently read throughout the treatment period a minimum of ten books as certified by the program teacher.

Standardized test data for Total Reading and Reading Comprehension are reported for grade 2. Federal guidelines require that aggregate test data (reading and mathematics) be reported for grades 2 and above for individual buildings for Total Reading and Reading Comprehension. For this reason, Total Reading and Reading Comprehension test data are incorporated in the results of pupil standardized achievement test information (p. 10) in this report for grade 2. For grade 1, pretesting did not occur, but posttesting did. Therefore, no Total Reading or Reading Comprehension pretest-posttest change scores could be determined for grade 1 pupils.

Early Literacy program instruction for grades 1 and 2 began on September 20, 1993. For evaluation based on standardized test data, which included aggregate test information, the time interval ended March 18, 1994. This provided a maximum of 105 days of instruction for grade 2. An additional 29 scheduled days (through May 6, 1994) were included in the time interval for evaluation of the desired outcomes which were not based on standardized test data, providing a maximum of 134 possible days of instruction. To meet the attendance criterion (50%) for inclusion in the analyses of standardized test data, grade 2 pupils must have attended at least 52.5 days. To meet the attendance criterion (50%) for inclusion in the analyses of the desired outcomes, grade 1 and 2 pupils must have attended at least 67.0 days.

Instruments

The evaluation design provided for the collection of data in the following six areas of operation for the overall program. Included in the collection of data was parent involvement information, which was not part of the evaluation design.

1. Teacher Census Information

   Teacher Census Form (TCF) was completed by program teachers to obtain staffing information, including employment status, periods of program instruction, and school assignment (see Appendix C, p. 23).

2. Pupil Census Information

   Calendar Worksheet/Parent Involvement Log (CW/PIL) was used to record pupil service information, Selection Scores/Service Index Numbers, and parent involvement data (see Appendix D, pp. 25-27).

   Pupil Roster was completed by program teachers to indicate official enrollment of each pupil into the program. Program teachers identified pupils served from computer generated lists of all first or second grade pupils in their buildings. Information included pupil name, student number, date of birth, program teacher name, school code, and program code.

   Pupil Data Sheet (PDS) was a computer generated preprinted form used by program teachers to summarize enrollment/attendance data, reading strategic processing behaviors, independent reading achievement information, parent involvement, discontinued status, hours of instruction per week, English-speaking status, and progress made for each pupil served (see Appendix G, pp. 33-34).

3. Pupil Reading Strategic Processing Behavior Information

Evidence of Strategic Processing Collection Form was used by program teachers throughout the year to record student behaviors which display strategic processing (see Appendix E, p. 29).

Pupil Data Sheet (PDS), described earlier, was a computer generated preprinted form used by program teachers to summarize reading strategic processing behavior information for each pupil served (see Appendix G, pp. 33-34).

4. Retention Information

District computer files were utilized to access retention data.

5. Pupil Independent Reading Achievement/Pupil Standardized Achievement Test Information

Independent Reading Record Sheet was used by program teachers throughout the year to record the successful reading experiences of program pupils (see Appendix F, p. 31).

Pupil Data Sheet (PDS), described earlier, was a computer generated preprinted form used by program teachers to summarize independent reading achievement information for each pupil served (see Appendix G, pp. 33-34).

The Metropolitan Achievement Tests (MAT6, 1985), administered on a spring-spring test cycle, served as the pretest and posttest for grade 2 pupils. The spring administration to grade 1 pupils served as the pretest for grade 2. The MAT6 tests were also used to generate the Service Index Number. This test series has empirical norms for fall and spring, established October 1-31, 1984, and April 8 to May 15, 1985. The description of the MAT6 pretest and posttest is as follows:

	Level	Form	Recommended Grade Range	Subtests	Number of Items
Posttest (Grade 1) Pretest (Grade 2)	Primer	L	K.5 - 1.9	Vocabulary	15
				Word Recognition Skills	36
				Reading Comprehension	38
				Total Reading	89
Posttest (Grade 2)	Primary 1	L	1.5 - 2.9	Vocabulary	22
				Word Recognition Skills	28
				Reading Comprehension	53
				Total Reading	103

The MAT6 tests were administered by classroom and program teachers. Pretest-posttest change scores are based on the spring-spring test cycle. Posttesting for 1994 occurred March 21-24, 1994. All testing was done on level, as indicated in the table above.

6. Parent Involvement Information

Parent Involvement Log (PIL) was used to record parent involvement data, including the date, type of activity/involvement, and name of attendee(s) (see Appendix D, p. 27).

Pupil Data Sheet (PDS), described earlier, was a computer generated preprinted form used by program teachers to summarize data collected from the Parent Involvement Logs for each pupil served (see Appendix G, pp. 33-34).

Inservice evaluation information, data which were not specified in the Early Literacy evaluation design but were collected routinely, is not included here but reports have been submitted to the Department of Federal and State Programs and are available upon request.

Major Findings

Pupil Census Information

During the 1993-94 school year, a total of 2280 pupils were served by the Early Literacy program. Of this number, 1796 grade 1 pupils were served and 484 grade 2 pupils were served. The demographic characteristics (gender, race, and socio-economic status) of the 2280 pupils who were served in the program were analyzed from the school district's Student Master File (SMF) using the June 1994 official enrollment tape. The data were based on information reported by parents and/or school personnel. Of the pupils served, 55.1% (1257) were boys and 44.9% (1023) were girls (see Table 1). As for the distribution by race, 42.9% (978) of the pupils served were identified as Non-Minority, 54.6% (1244) were Black, and the remaining 2.5% (58) were Other Minority (see Table 2). The Other Minority category included Spanish Surname, Asian American, and American Indian. Socio-economic status was indicated by pupil eligibility for subsidized (free or reduced price) lunch as of June 1994. Of the 2280 pupils served, 83.8% (1911) were on free lunch, 3.8% (86) were on reduced price lunch, and 12.4% (283) were not on subsidized lunch (see Table 3). Distributions of gender, race, and socio-economic status by grade level are displayed in Tables 1-3.

The average number of hours of instruction in the Early Literacy program per pupil per week was 3.8 hours. The average daily membership for the program was 1451.07 pupils, with average days scheduled (enrollment) being 85.28 days per pupil, and average days served (attendance) being 74.75 days per pupil. Enrollment and attendance data are used to determine whether a pupil will be included in the treatment group for program analyses. To be included in the analyses of standardized test data, grade 2 pupils must have been discontinued or attended the program 52.5 days, had valid pre- and posttest scores, and have been English-speaking. Grade 1 pupils needed to be discontinued or to have attended a minimum of 67.0 days to be included in the analyses for Desired Outcomes 1, 2 and 3. Grade 2 pupils also needed to be discontinued or to have attended a minimum of 67.0 days to be included in the analyses for Desired Outcomes 1 and 2, but the treatment group for Desired Outcome 3 for grade 2 included those pupils who attended a minimum of 67.0 days but were not discontinued. Data pertaining to enrollment and attendance are presented in Table 4. Of the 2280 pupils served, 455 (20.0%) were successfully discontinued from the program. These 455 discontinued pupils represented 29.4% of the 1547 Desired Outcome 1 treatment group pupils. By grade level, 351 (19.5%) of the 1796 grade 1 pupils were successfully discontinued, while 104 (21.5%) of the 484 grade 2 pupils were successfully discontinued (see Table 5).

Pupil census information was also obtained from program teachers (Pupil Data Sheet, Appendix G, pp. 33-34) concerning whether or not pupils were English-speaking and, from the Student Master File, whether or not pupils qualified for a special education program. Of the 2280 pupils served, 44 (1.9%) qualified for a special education program. Concerning pupils' English-speaking ability, only 17 (0.7%) of the 2280 pupils served were non-English speaking.

To be included in the Early Literacy treatment group for Desired Outcome 1, grade 1 and 2 pupils must have been successfully discontinued from the program or attended the program at least 50 percent of the treatment period. Of the 2280 pupils served, 67.9% (1547) met the established criteria and were included in the treatment group, including 455 discontinued pupils and 1092 not discontinued pupils who met the 50 percent attendance criterion (see Table 5). By grade level, 66.5% (1195) of grade 1 pupils were included in the treatment group and 72.7% (352) of grade 2 pupils were included. To be included in the treatment group for Desired Outcome 2, the treatment group pupils from Desired Outcome 1 must also have had available promotion-retention data. Of these 1547 treatment group pupils, 1506 had available promotion-retention data, including 1163 (64.8%) grade 1 pupils and 343 (70.9%) grade 2 pupils. The treatment group for Desired Outcome 3 included the same 1195 grade 1 pupils as in Desired Outcome 1. Desired Outcome 3 grade 2 pupils included the 248 pupils who were not discontinued from the program and who attended the program at least 50 percent of the treatment period. These 248 pupils were 51.2% of the 484 grade 2 pupils served.

Table 1

Percent and Number of Early Literacy Pupils Served by Gender 1993-94

Gender	%	N
Boys		
Grade 1	43.4	(989)
Grade 2	11.8	(268)
Subtotal	55.1	(1257)
Girls		
Grade 1	35.4	(807)
Grade 2	9.5	(216)
Subtotal	44.9	(1023)
Total	100.0	(2280)

Table 2

Percent and Number of Early Literacy Pupils Served by Race 1993-94

Race	%	N
Non-Minority		
Grade 1	32.7	(745)
Grade 2	10.2	(233)
Subtotal	42.9	(978)
Black		
Grade 1	44.1	(1005)
Grade 2	10.5	(239)
Subtotal	54.6	(1244)
Other Minority[a]		
Grade 1	2.0	(46)
Grade 2	0.5	(12)
Subtotal	2.5	(58)
Total	100.0	(2280)

[a] Includes Spanish Surname, Asian American, and American Indian

Table 3

Percent and Number of Early Literacy Pupils Served by Subsidized Lunch Status 1993-94

Subsidized Lunch Status	%	N
Free		
Grade 1	65.7	(1497)
Grade 2	18.2	(414)
Subtotal	83.8	(1911)
Reduced		
Grade 1	3.1	(71)
Grade 2	0.7	(15)
Subtotal	3.8	(86)
Paying		
Grade 1	10.0	(228)
Grade 2	2.4	(55)
Subtotal	12.4	(283)
Total	100.0	(2280)

Note. Based on June 1994 data

Table 4

Number of Pupils Served, Averages for Days Scheduled, Days Served, Daily Membership, and Hours of Instruction Per Week for Early Literacy Program Reported by Grade Level 1993-94

Grade	Pupils Served	Average Days Scheduled	Average Days Served	Average Daily Membership	Average Hours of Instruction per Pupil per Week
1	1796	84.85	74.33	1137.22	3.8
2	484	86.89	76.32	313.85	3.8
Total	2280	85.28	74.75	1451.07	3.8

Table 5

Percent and Number of Early Literacy Pupils Served by Pupil Category and Grade Level 1993-94

Grade Level	Pupil Category: Discontinued Pupils[a] %	Discontinued Pupils[a] n	Not Discontinued Pupils[b] %	Not Discontinued Pupils[b] n	Other Pupils Served[c] %	Other Pupils Served[c] n	Total Pupils Served %	Total Pupils Served N
Grade 1	19.5	(351)	47.0	(844)	33.5	(601)	78.8	(1796)
Grade 2	21.5	(104)	51.2	(248)	27.3	(132)	21.2	(484)
Total	20.0	(455)	47.9	(1092)	32.1	(733)	100.0	(2280)

[a] Discontinued pupils did not have to meet attendance criteria

[b] Not discontinued pupils with 50% program attendance

[c] Other pupils served with less than 50% program attendance

The two evaluation samples for analyses of standardized test data were comprised of grade 2 pupils from the Desired Outcome 1 treatment group who also were English-speaking and had valid pre- and posttest scores on the MAT6. The Total Reading evaluation sample included 266 pupils, which was 55.0% of the 484 grade 2 pupils served in the program. The Reading Comprehension evaluation sample was comprised of 282 grade 2 pupils with valid pre- and posttest scores. The evaluation sample pupils made up 58.3% of the 484 grade 2 pupils served in the Early Literacy program.

Pupil Strategic Processing Behavior Information

Desired Outcome 1 stated that at least 50 percent of the pupils who attended the program at least 50 percent of the treatment period or who were discontinued would display evidence to the satisfaction of the program teacher of each strategic processing behavior (monitors reading, constructs meaning, and integrates sources of information) at least once during the treatment period when reading appropriate text. Of the 2280 pupils served in the program, 1547 (67.9%) met one of the criterion and were included in the treatment group. Of the 1547 pupils, 1117 (72.2%) displayed over time the appropriate behaviors, indicating that the 50% criterion for this desired outcome was met. By grade level, 828 (69.3%) grade 1 pupils and 289 (82.1%) grade 2 pupils displayed the appropriate behaviors to achieve the desired outcome.

Pupil Retainee Information

Desired Outcome 2 stated that at least 50 percent of the pupils who attended the program at least 50 percent of the treatment period or who were discontinued would demonstrate satisfactory progress in the classroom by being promoted to the next grade level. Pupils who met the attendance criteria or were discontinued composed the treatment group. Data analyzed from the district June 1994 official enrollment tape indicate that the desired outcome was met. Of the 1547 pupils in the Early Literacy treatment group, data were available for 1506 pupils. Of these 1506 pupils, 1366 (90.7%) made satisfactory progress and were promoted to the next grade. By grade level, 1051 (90.4%) grade 1 pupils were promoted to grade 2 and 315 (91.8%) grade 2 pupils were promoted to grade 3.

Pupil Independent Reading Information

Desired Outcome 3 for grade 1 stated that at least 50 percent of the pupils who were discontinued or attended the program at least 50 percent of the treatment period would read at least five books at text reading level 8 or above as certified by the program teacher. Of the 1796 grade 1 pupils served in the program, 1195 (66.5%) met one of the criterion and were included in the treatment group. Of these 1195 pupils, 810 (67.8%) read five or more books at level 8 or above, indicating that the 50% criterion level for this desired outcome was met.

Desired Outcome 3 for grade 2 stated that at least 50 percent of the pupils who attended the program at least 50 percent of the treatment period and were not discontinued would independently read throughout the treatment period a minimum of ten books as certified by the program teacher. Of the 484 grade 2 pupils served in the program, 248 (51.2%) met both criteria for inclusion in the treatment group. Of these 248 pupils, 201 (81.0%) read at least ten books to the satisfaction of the program teacher, indicating that the 50% criterion level for this desired outcome was met.

Pupil Standardized Achievement Test Information

Pretest-posttest change score data for grade 2 Early Literacy program pupils are summarized in Tables 6 and 7. The normal curve equivalent (NCE) is used in Tables 6 and 7 because it provides the truest indication of pupil growth in achievement. It should be noted that NCEs, like percentile ranks, compare the pupils' performances in relation to the general population. No change in NCE score from pretest to posttest does not denote a lack of absolute progress; on the contrary, it means that over the school year the pupil has progressed at the expected rate of growth and has maintained the same relative position in terms of the general population. Therefore, even a small gain in NCEs indicates an advancement from the pupil's original position relative to the general population.

Table 6

Minimum, Maximum, Average, and Standard Deviation of the Pretest and Posttest Normal Curve Equivalents (NCE) for Grade 2 Early Literacy Program Pupils in Total Reading and Reading Comprehension by Discontinued Status
1993-94

Test	Number of Pupils	Pretest				Posttest				Average NCE Change
		Min.	Max.	Average NCE	Standard Deviation	Min.	Max.	Average NCE	Standard Deviation	
Total Reading										
Discontinued	74	1.0	64.2	27.41	14.69	10.4	73.7	35.75	12.17	8.34
Not Discontinued	192	1.0	69.3	14.32	11.95	1.0	51.6	15.57	10.00	1.25
Total	266	1.0	69.3	17.96	14.04	1.0	73.7	21.18	13.96	3.22
Reading Comprehension										
Discontinued	79	1.0	81.1	28.66	15.90	10.4	99.0	40.12	14.76	11.46
Not Discontinued	203	1.0	69.3	15.39	12.45	1.0	59.9	21.37	10.71	5.98
Total	282	1.0	81.1	19.11	14.74	1.0	99.0	26.62	14.63	7.51

Table 7

Number and Percent of Pupils in Change Categories for NCE Scores for Grade 2 Early Literacy Program Pupils in Total Reading and Reading Comprehension by Discontinued Status
1993-94

Test	Change Categories for NCE Scores				Total Pupils in Sample	
	2.0 or More		3.0 or More			
	%	n	%	n	%	N
Total Reading						
Discontinued	66.2	49	64.9	48	27.8	74
Not Discontinued	50.5	97	47.4	91	72.2	192
Total	54.9	146	52.3	139	100.0	266
Reading Comprehension						
Discontinued	70.9	56	68.4	54	28.0	79
Not Discontinued	62.6	127	59.6	121	72.0	203
Total	64.9	183	62.1	175	100.0	282

Table 6 contains a summary of pretest, posttest, and change scores for Total Reading for the 266 Early Literacy Total Reading evaluation sample pupils in grade 2. The data in Table 6 show the total average growth in Total Reading for pupils was greater than expected. While the expected NCE change for the normal school population is zero NCE points during the course of a school year, the total average change for Early Literacy pupils was 3.22 NCE points. Discontinued pupils showed much greater gains in Total Reading than did not discontinued pupils. The 74 discontinued pupils with valid pre- and posttest scores showed a gain of 8.34 NCEs, while the 192 not discontinued pupils had an average gain of 1.25 NCEs.

Table 6 also contains pretest, posttest, and change scores in Reading Comprehension for grade 2 pupils. For the 282 pupils in the Early Literacy Reading Comprehension evaluation sample, the data indicate the average growth for grade 2 pupils was greater than expected. Grade 2 pupils showed a gain of 7.51 NCEs in Reading Comprehension. Discontinued pupils (79) had an average gain of 11.46 NCEs, and not discontinued pupils (203) showed a comparable gain of 5.98 NCEs.

Table 7 contains a summary of data related to the changes in NCE scores for Total Reading and Reading Comprehension. Changes in NCE scores for Total Reading for the 266 grade 2 evaluation sample pupils indicated that 146 pupils (54.9%) had an NCE gain of 2.0 or more and that 139 pupils (52.3%) had an NCE gain of 3.0 or more. Discontinued pupils showed greater improvement than did not discontinued pupils, with 64.9% (48) gaining more than 3.0 NCEs, compared to 47.4% (91) for not discontinued pupils. Changes in NCE scores for Reading Comprehension for the 282 grade 2 evaluation sample pupils showed that 183 pupils (64.9%) had an NCE gain of 2.0 or more and that 175 pupils (62.1%) had an NCE gain of 3.0 or more. Discontinued pupils showed greater improvement than did not discontinued pupils, with 68.4% (54) gaining more than 3.0 NCEs, compared to 59.6% (121) for not discontinued pupils.

Program teachers' judgments of individual pupil progress were collected from teachers via the Pupil Data Sheet (see Appendix G, pp. 33-34) at the end of the school year. Teachers rated individual pupil progress as much, some, or none. Of the 2280 pupils served in the program, teacher judgments indicated that 2144 pupils (94.0%) showed improvement. More specifically, 998 pupils (43.8%) showed much improvement; 1146 pupils (50.3%) showed some improvement; and 136 pupils (6.0%) were judged as making no improvement. It should be remembered that these frequencies and percents are based on all pupils served, not just pupils included in the treatment group and evaluation samples.

Parent Involvement Information

Records of parent contacts and activities were maintained by program teachers using the Parent Involvement Log (Appendix D., p. 28), documenting the date of parent contact, the type of activity, and which parents or guardians participated in each activity. Table 8 displays parent involvement data collected by program teachers on the Parent Involvement Log for each of the 2280 pupils served in the program. The data indicate that a total of 1956 different parents or guardians were involved in some way with the program and that program teachers made 3804 contacts with these 1956 individuals. It should be noted that the total number of parents involved is not additive, as a parent could be involved in more than one activity for the year. Approximately three-fourths (74.7%) of contacts with parents or guardians was through individual parent conferences (2840 contacts). The smallest number of contacts with parents or guardians involved planning, operating, and/or evaluating the program, with 35 contacts (0.9% of all contacts made). Table 8 also displays parent involvement data for the parents of the 1547 treatment group pupils. The 1547 treatment group pupils represented 67.9% of the 2280 pupils served, but represented 81.2% (3088) of the total number of contacts made for the year and 77.6% (1518) of the individual parents involved in the program. Similar to parent involvement for all pupils served, approximately three-fourths (73.9%) of the parent contacts for treatment group pupils was with individual conferences (2281 contacts). The smallest number of contacts with parents or guardians of treatment group pupils also involved planning, operating, and/or evaluating the program, with 28 contacts (0.9% of all contacts made).

Table 8

Number of Parents
Reported for Parent Involvement Activities for
Early Literacy Program
1993-94

Program Activities	Totals for Year: Treatment Group Pupils[a] (N=1547)	Totals for Year: All Pupils Served (N=2280)
1. Parents involved in the planning, operation and/or evaluation of your unit		
Number of Parents	26	31
Number of Contacts	28	35
2. Group meetings for parents		
Number of Parents	362	426
Number of Contacts	421	496
3. Individual parent conferences		
Number of Parents	1379	1788
Number of Contacts	2281	2840
4. Parental classroom visits or field trips		
Number of Parents	228	275
Number of Contacts	289	356
5. Visits by teacher to parents' homes		
Number of Parents	59	67
Number of Contacts	69	77
Total Parents Contacted[b]	1518	1956
Total Number of Contacts	3088	3804

[a] Treatment Group Pupils are those who attended the program at least 50 percent of the instructional period or who were discontinued from the program.

[b] Total Parents Contacted is based on an unduplicated count of parents contacted, which is less than the sum obtained when combining the Number of Parents for Activities 1-5.

Program teachers also maintained records, using the Parent Involvement Log, of whether or not parents helped their child with homework and whether or not the parents read to their child or the child read to the parents. Of the 2280 pupils served, 82.8% (1887) had parents who helped with homework and 87.4% (1993) either read to their parents or had their parents read to them. For the 1547 treatment group pupils, 87.3% (1351) had parents who helped with homework and 91.5% (1415) either read to their parents or had their parents read to them.

Summary/Recommendations

The Early Literacy program provided additional reading instruction to underachieving first- and second-grade pupils in 56 schools. The program featured small group instruction for five or six pupils for 40-45 minutes daily. For evaluation purposes, the program began on September 20, 1993. For evaluation based on standardized test data, the time interval ended March 18, 1994. This provided a maximum of 105 possible days of instruction. An additional 29 scheduled days (through May 6, 1994) were included in the time interval for evaluation of desired outcomes, providing a maximum of 134 possible days of instruction. To meet the attendance criterion (50%) for inclusion in the analyses of standardized test data, grade 2 pupils must have attended at least 52.5 days. To meet the attendance criterion for inclusion in the analyses of Desired Outcomes 1, 2 and 3, pupils must have attended at least 67.0 days.

A total of 2280 pupils were served, including 1796 grade 1 and 484 grade 2 pupils. Average daily membership for the program was 1451.07 pupils, with average days scheduled being 85.28 days per pupil and average days served being 74.75 days per pupil. For evaluation purposes, the 2280 pupils served were classified as either discontinued (455), not discontinued but attended the program 50 percent of the treatment period (1092), or other pupils served (733). The treatment group for Desired Outcome 1 consisted of the 1547 pupils (67.9% of those served) who were successfully discontinued from the program or who attended the program at least 50 percent of the treatment period, including 1195 (66.5%) grade 1 pupils and 352 (72.7%) grade 2 pupils. The treatment group for Desired Outcome 2 consisted of the 1506 pupils who were either successfully discontinued from the program or who attended the program at least 50 percent of the treatment period and had available promotion-retention data, including 1163 (64.8%) grade 1 pupils and 343 (70.9%) grade 2 pupils. The treatment group for Desired Outcome 3 consisted of 1443 pupils, including 1195 (66.5%) grade 1 pupils who were either discontinued from the program or who attended the program at least 50 percent of the treatment period and the 248 (51.2%) grade 2 pupils who were not discontinued from the program and who attended the program at least 50 percent of the treatment period. The evaluation sample for analyses of standardized test data consisted of the 266 grade 2 pupils who were successfully discontinued from the program or who attended the program at least 50 percent of the treatment period, were English-speaking, and had valid pre- and posttest scores on the MAT6 in Total Reading. In addition, 282 grade 2 pupils were successfully discontinued from the program or attended the program at least 50 percent of the treatment period, were English-speaking, and had valid pre- and posttest scores in Reading Comprehension, comprising the Reading Comprehension evaluation sample for grade 2.

Three desired outcomes were established and met for the Early Literacy program. Desired Outcome 1 stated that at least 50 percent of the pupils who attended the program at least 50 percent of the treatment period or who were discontinued would display over time each of three strategic processing behaviors, including monitoring reading, constructing meaning, and integrating sources of information. Of the 1547 treatment group pupils, 1117 (72.2%) displayed the three behaviors, indicating the desired outcome was met. These 1117 pupils included 828 (69.3%) grade 1 pupils and 289 (82.1%) grade 2 pupils.

Desired Outcome 2 stated that at least 50 percent of the pupils who attended the program at least 50 percent of the treatment period or who were discontinued would be promoted to the next grade level. Of the 1506 pupils who met the attendance criteria or were discontinued and were in the district computer retention file, 1366, (90.7%) were promoted, indicating the desired outcome was met. By grade level, 1051 (90.4%) grade 1 pupils were promoted to grade 2 and 315 (91.8%) grade 2 pupils were promoted to grade 3.

Desired Outcome 3 for grade 1 stated that at least 50 percent of the pupils who were discontinued or attended the program at least 50 percent of the treatment period would read at least five books at text reading level 8 or above. Of the 1195 grade 1 pupils who met the attendance criteria or were discontinued, 810 (67.8%) read five or more books at level 8 or above, indicating the desired outcome was met. Desired Outcome 3 for grade 2 stated that at least 50 percent of the pupils who attended the program at least 50 percent of the treatment period and were not discontinued would independently read a minimum of ten books. Of the 248 pupils who met both of the criteria, 201 (81.0%) independently read at least 10 books, indicating the desired outcome was met.

The average NCE gain in Total Reading for grade 2 Early Literacy pupils (266) was 3.22 NCEs, with discontinued pupils (74) having an average gain of 8.34 NCEs and not discontinued pupils (192) having an average gain of 1.25 NCEs. In grade 2 Reading Comprehension, the average NCE gain for the 282 evaluation sample pupils was 7.51 NCEs, with discontinued pupils (79) showing an average gain of 11.46 NCEs and not discontinued pupils (203) having an average gain of 5.98 NCEs.

Changes in NCE scores for Total Reading for the 266 grade 2 evaluation sample pupils indicated that 146 pupils (54.9%) had an NCE gain of 2.0 or more and that 139 pupils (52.3%) had an NCE gain of 3.0 or more. Discontinued pupils showed greater improvement than did not discontinued pupils, with 64.9% (48) gaining more than 3.0 NCEs, compared to 47.4% (91) for not discontinued pupils. Changes in NCE scores for Reading Comprehension for the 282 grade 2 evaluation sample pupils showed that 183 pupils (64.9%) had an NCE gain of 2.0 or more and that 175 pupils (62.1%) had an NCE gain of 3.0 or more. Discontinued pupils showed greater improvement than did not discontinued pupils, with 68.4% (54) gaining more than 3.0 NCEs, compared to 59.6% (121) for not discontinued pupils.

Records of parent contacts and activities maintained by program teacher for the 2280 pupils served indicated 1956 different parents or guardians were involved in some way with the program. These 1956 individuals made a total of 3804 contacts with program teachers. The 1547 treatment group pupils represented 67.9% of the 2280 pupils served, but represented 81.2% (3088) of the total number of contacts and 77.6% (1518) of the individual parents involved in the program.

Based on the evaluation results, it is recommended that the Early Literacy program be continued in the 1994-95 school year. With that in mind, the following recommendations are presented.

1. The process by which pupils are discontinued from the program needs to be re-examined. Pupils are to be discontinued from the program when they reach the average reading ability of their classroom. Often times program teachers keep pupils in the program too long after they have reached the average level of ability for their classroom. If pupils are kept too long in the program, other pupils may be denied service.

2. As increased parent involvement is regarded as one of the indicators of effective schools, every effort must be undertaken to promote parental involvement in the program, especially in the areas of planning, operation, and evaluation.

3. The whole language instructional strategies and techniques used by program teachers need to be shared with and enhanced by the regular classroom teacher. The instruction provided by the program teacher and by the regular classroom teacher must complement each other. The academic achievement of pupils will suffer if they receive mixed messages in their reading and writing instruction. Opportunities must be made available for program teachers and regular classroom teachers to develop a consistent whole language based approach to instruction.

4. An on-going process of site visitations by the program evaluator needs to be continued. These visits provide invaluable information for the program evaluator in the areas of content and instruction and provide program teachers the opportunity to clarify questions they may have about evaluation requirements and record keeping. These visitations also help build a rapport between the program teacher and program evaluator.

5. Inservice meetings should be continued to provide program teachers the opportunity to enhance their instructional intervention skills, to share instructional ideas with one another, and to clarify any concerns or misconceptions they may have about the total Early Literacy program.

References

Clay, M. M. (1979). The early detection of reading difficulties: A diagnostic survey and reading recovery procedures. Aukland, New Zealand: Heinemann Publishers.

Appendix A

Concepts About Print and Dictation

CONCEPTS ABOUT PRINT SCORING SHEET

Date: _____ Stones: _____ Sand: _____ TEST SCORE /24 18

School Name: _____

Classroom Teacher: _____

Use the script when administering this test.

PAGE	SCORE	ITEM
Cover	_____	1. Front of book
2/3	_____	2. Print contains message
4/5	_____ _____ _____ _____	3. Where to start 4. Which way to go 5. Return sweep to left 6. Word by word matching
6	_____	7. First and last concept
7	_____	8. Bottom of picture
8/9	_____	9. Begin 'The' (Sand) or 'I' (Stones) bottom line, top OR turn book
10/11	_____	10. Line order altered
12/13	_____ _____ _____	11. Left page before right 12. One change in word order 13. One change in letter order
14/15	_____ _____	14. One change in letter order 15. Meaning of?
16/17	_____ _____ _____ _____	16. Meaning of period/full stop 17. Meaning of comma 18. Meaning of quotation marks 19. Locate M m H h (Sand) OR Tt Bb (Stones)
18/19	_____	20. Reversible words (was, no)
20	_____ _____ _____ _____	21. One letter: two letters 22. One word: two words 23. First & last letter of word 24. Capital letter

Directions

1. Place the pupil's ID label on the back of the form. If there is no ID label for a pupil, please provide student number, birthdate, student's legal name (last, first, MI), grade, and school code in the space provided.
2. Put an X in the blank next to the form of the test the student took (either Stones or Sand).
3. In the score column, place a 1 (one) beside each correct item. If the item was incorrect, place a 0 (zero) in the column.
4. Record the total number of items correct in the test score box.
5. Turn this form over and enter data from the Dictation test.

P:\P501\G1SELECT
8-26-94

DICTATION INDIVIDUAL SCORING SHEET

Date: ______________________________

School Name: ______________________________

Classroom Teacher: ______________________________

TEST SCORE [/37]

__	__	__	__	__	__	__	__	__	__	__	__	__	__	__	__	__	__	__	__	__	__	__	__	__
Th	e	b	u	s	i	s	c	o	m	i	n	g.	I	t	w	i	ll	s	t	o	p	h	e	re
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

__	__	__	__	__	__	__	__	__	__	__	__
t	o	l	e	t	m	e	g	e	t	o	n.
26	27	28	29	30	31	32	33	34	35	36	37

Directions

1. Be certain you have completed the required information at the bottom of the form or placed an ID label on the form.
2. Follow the directions for administering and scoring the Dictation test.
3. In the blank above each phoneme, place a 1 (one) if the pupil responded correctly. If the phoneme was incorrect, place a 0 (zero) in the blank. If the phoneme was not attempted, do not mark anything on the line.
4. Record the total number of correct phonemes in the test score box.
5. Return this form to your program evaluator at the Department of Program Evaluation, 52 Starling Street. Keep a copy in your files.

PLACE LABEL HERE

NAME_______________ _______________ __
LAST FIRST MI

STUDENT NO. ________ BIRTHDATE ________
M M D D Y Y

SCHOOL CODE ____ GRADE __

P:\P501\G1SELECT
8-26-94

Appendix B

Selection Score Matrix

GRADE 1 OBSERVATIONAL TESTS SCORING MATRIX
TO DETERMINE PUPIL'S SELECTION SCORE

DICTATION SCORE	CONCEPTS ABOUT PRINT SCORE																		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	...24
0	19	21	24	26	29	31	34	36	38	41	43	46	48	51	53	56	58	60	
1	20	23	25	27	30	32	35	37	40	42	45	47	49	52	54	57	59	62	
2	21	24	26	29	31	33	36	38	41	43	46	48	51	53	55	58	60	63	
3	22	25	27	30	32	35	37	40	42	44	47	49	52	54	57	59	62	64	
4	24	26	28	31	33	36	38	41	43	46	48	50	53	55	58	60	63	65	
5	25	27	30	32	35	37	39	42	44	47	49	52	54	57	59	61	64	66	
6	26	28	31	33	36	38	41	43	45	48	50	53	55	58	60	63	65	67	
7	27	30	32	34	37	39	42	44	47	49	52	54	56	59	61	64	66	69	
8	28	31	33	36	38	41	43	45	48	50	53	55	58	60	63	65	67	70	
9	29	32	34	37	39	42	44	47	49	51	54	56	59	61	64	66	69	71	
10	31	33	36	38	40	43	45	48	50	53	55	58	60	62	65	67	70	72	
11	32	34	37	39	42	44	46	49	51	54	56	59	61	64	66	68	71	73	
12	33	35	38	40	43	45	48	50	53	55	57	60	62	65	67	70	72	75	
13	34	37	39	41	44	46	49	51	54	56	59	61	63	66	68	71	73	76	
14	35	38	40	43	45	48	50	52	55	57	60	62	65	67	70	72	74	77	
15	36	39	41	44	46	49	51	54	56	58	61	63	66	68	71	73	76		
16	38	40	43	45	47	50	52	55	57	60	62	65	67	69	72	74			
17	39	41	44	46	49	51	54	56	58	61	63	66	68	71	73	76			
18	40	42	45	47	50	52	55	57	60	62	64	67	69	72	74				
19	41	44	46	49	51	53	56	58	61	63	66	68	71	73	75				
20	42	45	47	50	52	55	57	59	62	64	67	69	72	74					
21	44	46	48	51	53	56	58	61	63	66	68	70	73						
22	45	47	50	52	54	57	59	62	64	67	69	72	74						
23	46	48	51	53	56	58	61	63	65	68	70	73							
24	47	49	52	54	57	59	62	64	67	69	72	74							
.																			
.																			
.																			
37																			

NOTE: Pupils with a Selection Score not included on this matrix will not qualify for a Chapter 1 program.

Appendix C

Teacher Census Form

Teacher Census Form
1993-94

Social Security Number __ __ __-__ __-__ __ __ __

Name _____
(Legal Name for Mailing Labels)

School Assignment _____ Cost Center __ __ __

Your Program Coordinator/Teacher Leader _____

List all Chapter 1/DPPF programs you are involved with:

	Program	Program Code
1.	_____	__ __ __ __ __
2.	_____	__ __ __ __ __
3.	_____	__ __ __ __ __
4.	_____	__ __ __ __ __

Full-Time Employee _____
or (check one)
Part-Time Employee _____

Number of Reading Recovery sections per day _____

Number of Early Literacy -Gr. 1 groups per day _____

Number of Early Literacy -Gr. 2 groups per day _____

Appendix D

Calendar Worksheet/Parent Involvement Log

CALENDAR WORKSHEET FOR COMPUTING DAYS OF PUPIL SERVICE
1993-94
Early Literacy 1

Student Legal Name _____
Last, First

Student Birthdate __ __ __ __ __ __
M M D D Y Y

Student Number __ __ __ __ __ __

Race Code ____ (1-5)

Sex ____ (M or F)

Note: Please keep original worksheets for all pupils (even for pupils who leave). Do not send to program coordinator or to other RR schools.

Grade Level 0 1

Selection Score __ __

Teacher Name _____

Program Code __ __ __ __ __

School _____

School Code __ __ __

1993-94	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	SUB-TOTALS Scheduled (1,2)	SUB-TOTALS Served (2)
Aug. 30 - Sept. 24	M	M	1	2	3	H	7	8	9	10	13	14	15	16	17	20	21	22	23	24		
(Max. schdl. days=5)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Sept. 27 - Oct. 22	27	28	29	30	1	4	5	6	7	8	11	12	13	14	COTA	18	19	20	21	22		
(Max. schdl. days=19)															0							
Oct. 25 - Nov. 19	25	26	27	28	29	1	2	3	4	5	8	9	10	11	12	15	16	17	18	PC		
(Max. schdl. days=19)																				0		
Nov. 22 - Dec. 17	22	23	24	H	N	29	30	1	2	3	6	7	8	9	10	13	14	15	16	17		
(Max. schdl. days=18)				0	0																	
Jan. 3 - Jan. 28	3	4	5	6	7	10	11	12	13	14	H	18	19	20	21	24	25	26	27	28		
(Max. schdl. days=19)											0											
Jan. 31 - Feb. 25	31	1	2	3	4	7	8	9	10	11	14	15	16	17	18	PC	22	23	24	25		
(Max. schdl. days=19)																0						
Feb. 28 - Mar. 25	28	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25		
(Max. schdl. days=20)																						
Mar. 28 - Apr. 22	28	29	30	31	N	N	N	N	N	N	11	12	13	14	15	18	19	20	21	22		
(Max. schdl. days=14)					0	0	0	0	0	0												
Apr. 25 - May 20	25	26	27	28	29	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20		
(Max. schdl. days=10)											0	0	0	0	0	0	0	0	0	0		
May 23 - June 17	23	24	25	26	27	H	31	1	2	3	6	7	8	9	R	13	14	15	16	17		
(No scheduled days)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

TOTALS
Scheduled | Served

(Maximum Scheduled = 143)
(Maximum Served = 143)

SERVICE CODES:

0 = Pupil Not Scheduled (Inservice, Teacher Illness, Personal Day, Snow Day, Parent Conference Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class)
2 = Pupil Served

RACE/ETHNIC CODES:

1 = Non Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

Date Transferred to Reading Recovery

__ __ __ __ __ __
M M D D Y Y

Date Discontinued

__ __ __ __ __ __
M M D D Y Y

CALENDAR WORKSHEET FOR COMPUTING DAYS OF PUPIL SERVICE
1993-94
Early Literacy 2

Student Legal Name _____
Last, First

Student Birthdate __ __ __ __ __ __
M M D D Y Y

Student Number __ __ __ __ __ __

Race Code ____ (1-5) Sex ____ (M or F)

Note: Please keep original worksheets for all pupils (even for pupils who leave). Do not send to program coordinator or to other RR schools

Grade Level 0 2

Service Index Number __ __ . __

Teacher Name _____

Program Code __ __ __ __ __

School _____

School Code __ __ __

1992-93	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	SUB-TOTALS Scheduled (1,2)	SUB-TOTALS Served (2)
Aug. 30 - Sept. 24	M	M	1	2	3	H	7	8	9	10	13	14	15	16	17	20	21	22	23	24		
(Max. schdl. days=5)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							
Sept. 27 - Oct. 22	27	28	29	30	1	4	5	6	7	8	11	12	13	14	COTA	18	19	20	21	22		
(Max. schdl. days=19)															0							
Oct. 25 - Nov. 19	25	26	27	28	29	1	2	3	4	5	8	9	10	11	12	15	16	17	18	PC		
(Max. schdl. days=19)																				0		
Nov. 22 - Dec. 17	22	23	24	H	N	29	30	1	2	3	6	7	8	9	10	13	14	15	16	17		
(Max. schdl. days=18)				0	0																	
Jan. 3 - Jan. 28	3	4	5	6	7	10	11	12	13	14	H	18	19	20	21	24	25	26	27	28		
(Max. schdl. days=19)											0											
Jan. 31 - Feb. 25	31	1	2	3	4	7	8	9	10	11	14	15	16	17	18	PC	22	23	24	25		
(Max. schdl. days=19)																0						
Feb. 28 - Mar. 25	28	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25		
(Max. schdl. days=20)																						
Mar. 28 - Apr. 22	28	29	30	31	N	N	N	N	N	N	11	12	13	14	15	18	19	20	21	22		
(Max. schdl. days=14)					0	0	0	0	0	0												
Apr. 25 - May 20	25	26	27	28	29	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20		
(Max. schdl. days=10)											0	0	0	0	0	0	0	0	0	0		
May 23 - June 17	23	24	25	26	27	H	31	1	2	3	6	7	8	9	R	13	14	15	16	17	////////	////////
(No scheduled days)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	////////	////////

TOTALS

Scheduled			Served		

(Maximum Scheduled = 143)
(Maximum Served = 143)

SERVICE CODES:

0 = Pupil Not Scheduled (Inservice, Teacher Illness, Personal Day, Snow Day, Parent Conference Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class)
2 = Pupil Served

RACE/ETHNIC CODES:

1 = Non Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

Date Discontinued

__ __ __ __ __ __
M M D D Y Y

ESEA - Chapter 1
Parent Involvement Log
1993-94

Program Code _____ Last (Name of Pupil) First _____ Grade ____

Parent/Guardian _____ Address _____ Zip _____ Phone Number _____

THE COLLECTION OF PARENT INVOLVEMENT DATA IS REQUIRED BY CHAPTER 1.

Please check if the following two activities occurred for this pupil anytime this year.

☐ Parent helped child with homework
☐ Parent read to child or child read to parent

DIRECTIONS: Please indicate in the fields below the date, activity, and name of parent/guardian. Obviously, you may keep expanded notes about activities somewhere else.

Date MMDDYY	Activity* (1-5)	Attendee(s) Parent/Guardian

*Kinds of Parent Involvement to record for the column labeled Activity

(1) Involved in planning (do not include advisory council)
(2) Group meetings (do not include advisory council)
(3) Individual conferences (telephone conferences included)
(4) Parental classroom visits
(5) Home visits

Appendix E

Evidence of Strategic Processing Collection Form

Columbus Public Schools
ESEA Chapter 1 Reading Programs

Collection Form for **READING DESIRED OUTCOME 1**

"Evidence of Strategic Processing"

1993-94

Student Legal Name _____ (Last, First)
Student Birthdate ___ ___ ___ ___ ___ ___ (M M D D Y Y) Grade ___ ___
Student Number ___ ___ ___ ___ ___ ___

Program Teacher Name _____
Program Code ___ ___ ___ ___ ___
School _____

RATIONALE AND PROCEDURE: One of the benchmarks for determining whether or not a student is deemed successful as a reader is if the student exhibits behaviors which display strategic processing over a period of time. Three of these behaviors are listed below. The student should be observed over a period of time (the full school year) and will have met this desired outcome if he/she appropriately exhibits each behavior at least once during the observational periods. The program teacher should observe these behaviors multiple times during the treatment period and record the behaviors, when observed, on the form below.

CHECKLIST

DIRECTIONS: Place a "X" (check) in the appropriate space when the behavior is consistently observed.

OUTCOME INDICATORS	OBSERVATIONAL PERIODS		
Behaviors	Sep./Nov.	Dec./Feb.	Apr./May
1. Constructs Meaning			
2. Monitors Reading			
3. Integrates Sources of Information			

*Please share this with the classroom teacher during your conference time. Do not send a copy of this form to the new school when a student transfers to another school. You will need this information to complete each pupil's PDS in the Spring. Also, **please** send a copy of this form to your coordinator at the end of the year.*

Appendix F

Pupil Independent Reading Record Sheet

ESEA Chapter 1/DPPF
PUPIL INDEPENDENT READING RECORD SHEET
1993-94

Student Legal Name _____ Program Teacher Name _____
Last, First

Served from _____ to _____. Grade __ __ School _____

NAME OF BOOK READ	DATE	GRADE 1 ONLY RUNNING RECORD Level	%	SC	READING INDICATOR CONFERENCE DISCUSSION	WRITTEN RESPONSE	OTHER (SPECIFY)

YOU WILL REPORT THE NUMBER OF BOOKS READ ON THE PUPIL DATA SHEET IN THE SPRING.

KEEP THIS FORM FOR YOUR RECORDS. PLEASE SEND A COPY OF THIS FORM TO YOUR COORDINATOR AT THE END OF THE YEAR.

Appendix G

Pupil Data Sheet

P:\P519\FIEVEL94
6-14-95 3:13 PM

SHEET

PUPIL DATA SHEET

B 158 SCHOOL CODE _ _ _ PROGRAM CODE 9 4 3 9 6 SSN _ _ _ _ _ _ _ _ _

SCHOOL NAME _____ PROGRAM NAME _____ TEACHER NAME _____

1. STUDENT NAME _ _ _ _ _ _ _ _ _ _ _ _ / _ _ _ _ _ _ _ _ _ _ _ _ / _
last first mi

2. STUDENT NO. _ _ _ _ _ _ GRADE _ _ BIRTHDATE _ _ / _ _ / _ _

3. AVERAGE HOURS PER WEEK OF INSTRUCTION | | | | | |

4. PUPIL PROGRESS	NONE	SOME	MUCH
5. IS THIS PUPIL ENGLISH SPEAKING?	NO	YES	
6. WAS THIS PUPIL DISCONTINUED? (CAREFULLY READ GUIDELINES)	NO	YES	
7. WAS THIS PUPIL PREVIOUSLY SERVED IN READING RECOVERY THIS SCHOOL YEAR?	NO	YES	
8. PARENT HELPED WITH HOMEWORK?	NO	YES	
9. PARENT READS TO CHILD OR CHILD READS TO PARENT?	NO	YES	

FOR NUMBERS 10-14, FILL IN THE NUMBER OF THIS PUPIL'S PARENTS INVOLVED IN EACH ACTIVITY DURING THE YEAR AND TOTAL NUMBER OF CONTACTS.

	NO. OF PARENTS	TOTAL NO. OF CONTACTS
10. PLANNING		
11. GROUP MEETINGS		
12. INDIVIDUAL CONFERENCES		
13. CLASSROOM VISITS		
14. HOME VISITS		

15. NUMBER OF DAYS SERVICE SCHEDULED (CAREFULLY READ INSTRUCTIONS) THRU 05-06-94 | | | |

16. NUMBER OF DAYS SERVICE RECEIVED (CAREFULLY READ INSTRUCTIONS) THRU 05-06-94 | | | |

17. WHILE IN YOUR CLASS, the Number of Books Read at Text Reading Level Greater than 7 | | | |

(OVER)

BEST COPY AVAILABLE

SHEET

B 15

PUPIL DATA SHEET

PROGRAM CODE 9 4 3 9 6

STUDENT NAME _ _ _ _ _ _ _ _ _ _ _ _ _ _ / _ _ _ _ _ _ _ _ _ _ _ _ _ / _
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STUDENT NO _ _ _ _ _ _ GRADE _ _ BIRTHDATE _ _ / _ _ / _ _

INDICATE THE STRATEGIC PROCESSING BEHAVIORS DISPLAYED BY PUPIL

18	CONSTRUCTS MEANING	NO	YES
19	MONITORS READING	NO	YES
20	INTEGRATES INFORMATION SOURCES	NO	YES

Prepared by
Office of the Deputy Superintendent
Department of Program Evaluation
(pif pds)